

Conduct problems in early adolescence:

*The contributing roles of child temperament,
parenting practices, and teacher-child relationship*

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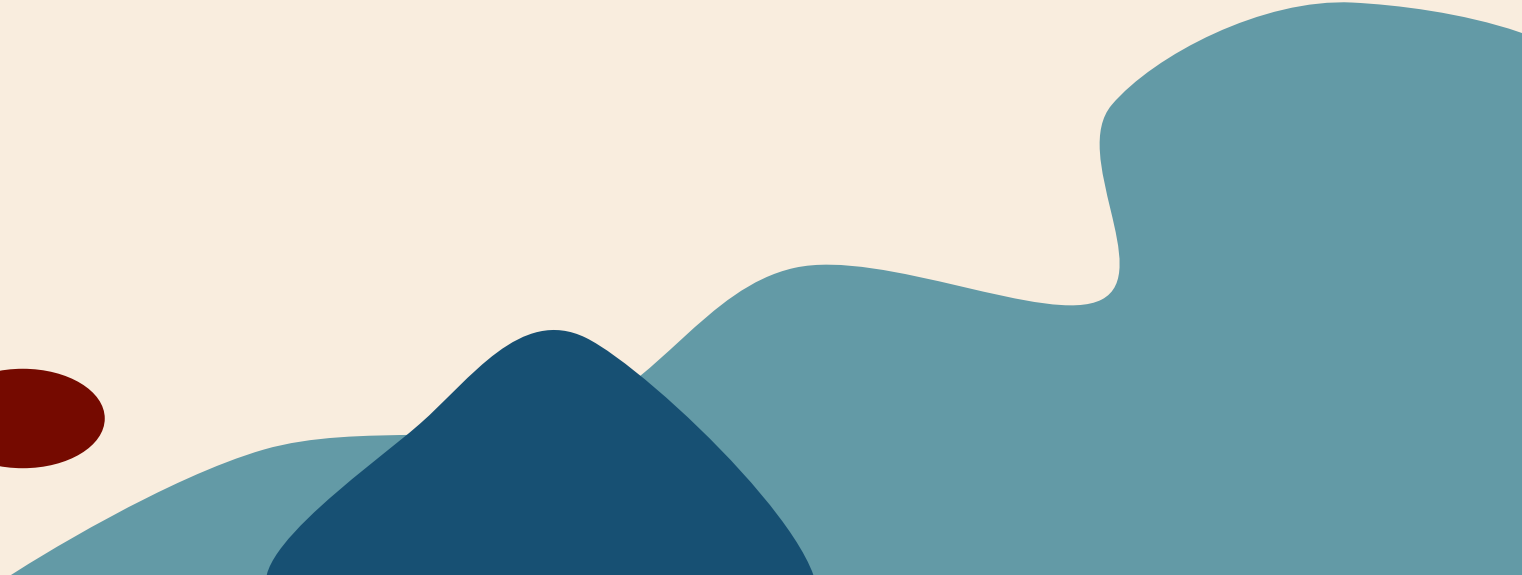
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INTRODUCTION



Conduct problems

- Conduct problems (CP) such as opposition and aggressive behaviors represent the most common reason for mental health referrals in children (Kimonis & Frick, 2016).
- Particular interest due to the multiple social, academic, and emotional consequences associated with CP such as risk-taking, school dropout or mental health problems (Frick & Thornton, 2017).

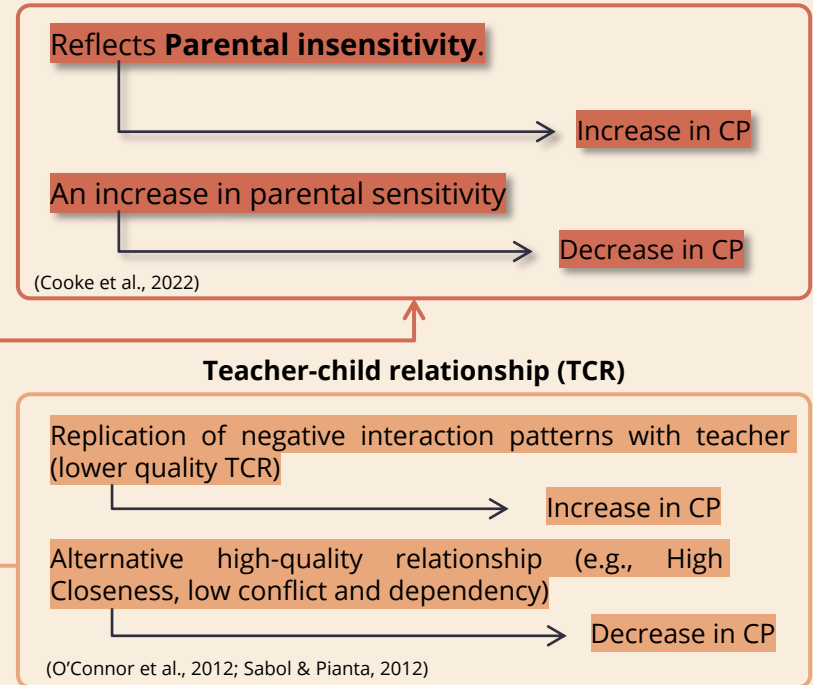
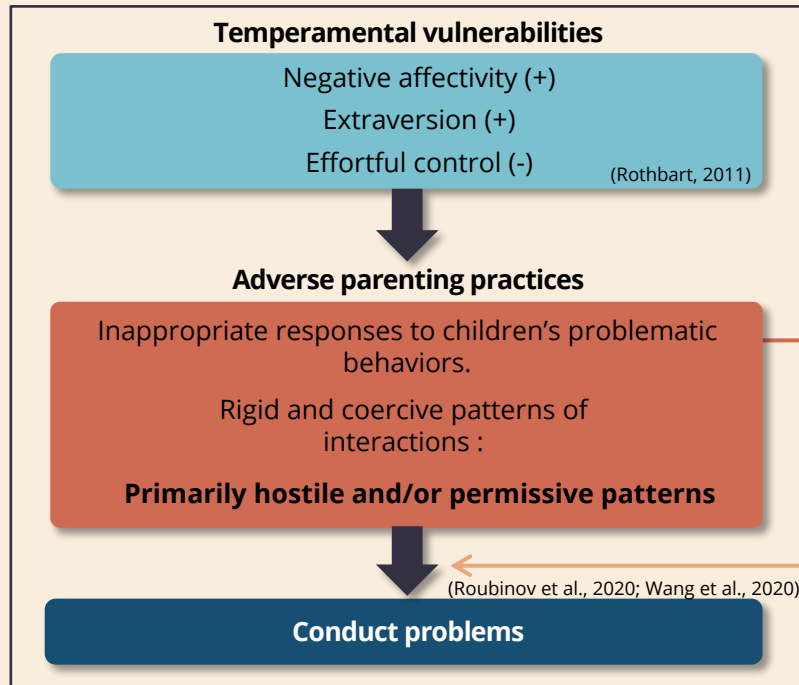


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Model of antisocial development:

Granic & Patterson (2006)

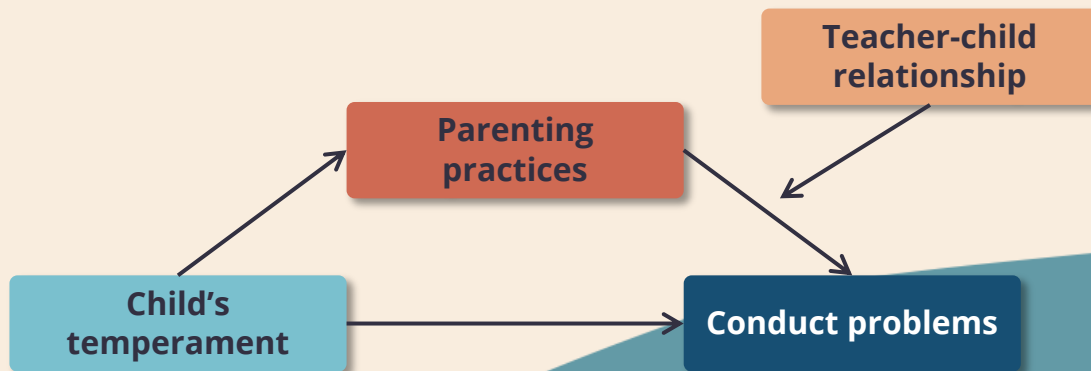
- Explains the development of conduct problems among school-age children and adolescents.



Aims of the study:

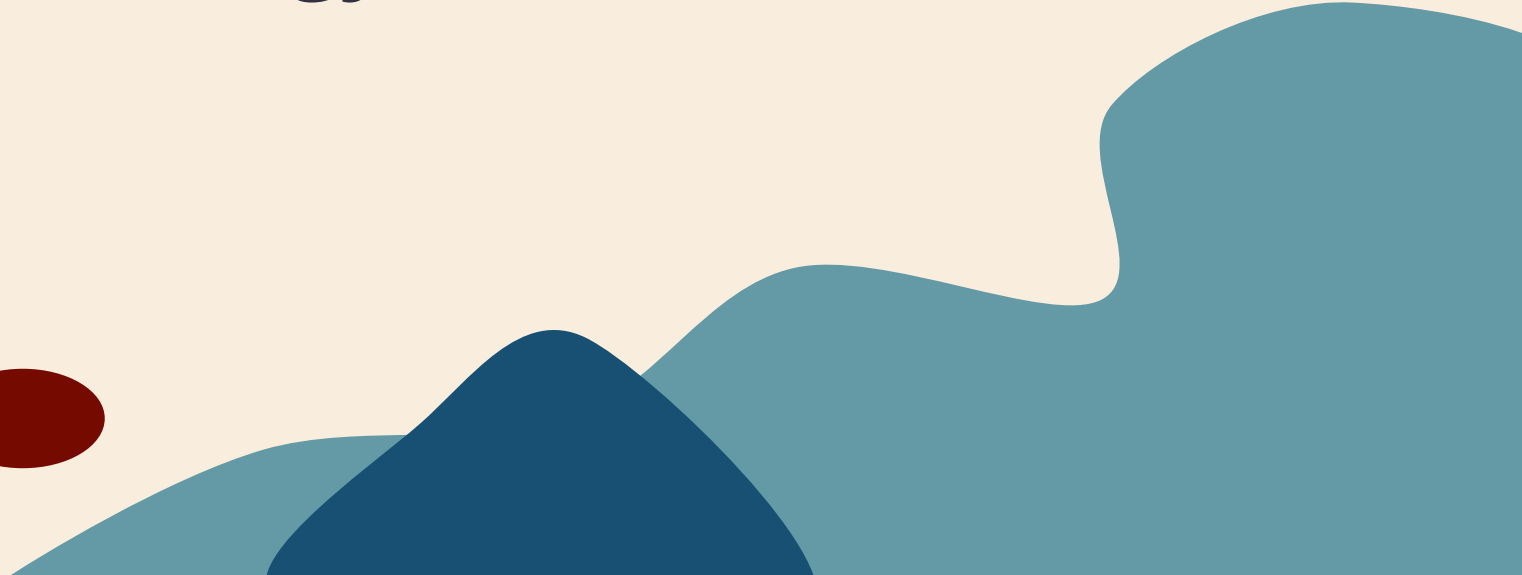
Using a longitudinal design, the following study examined:

- If hostile, permissive or sensitive parenting practices explain the associations between child temperamental characteristics and CP in early adolescence,
- Whether these processes varied according to the quality of the teacher-child relationship.



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Methodology



Methodology

Participants

- 434 children (44,7% girls)
- Mean age:
 - 8,40 ($SD = 0,94$) at T1
 - 10,29 ($SD = 0,95$) at T2
 - 11,29 ($SD = 0,94$) at T3
- Severe conduct problems at T1
- Study conducted on 283 participants who had full information from T1 to T3



Database : Étude longitudinale sur les troubles du comportement des filles et des garçons (Déry et al., 2007-2021)

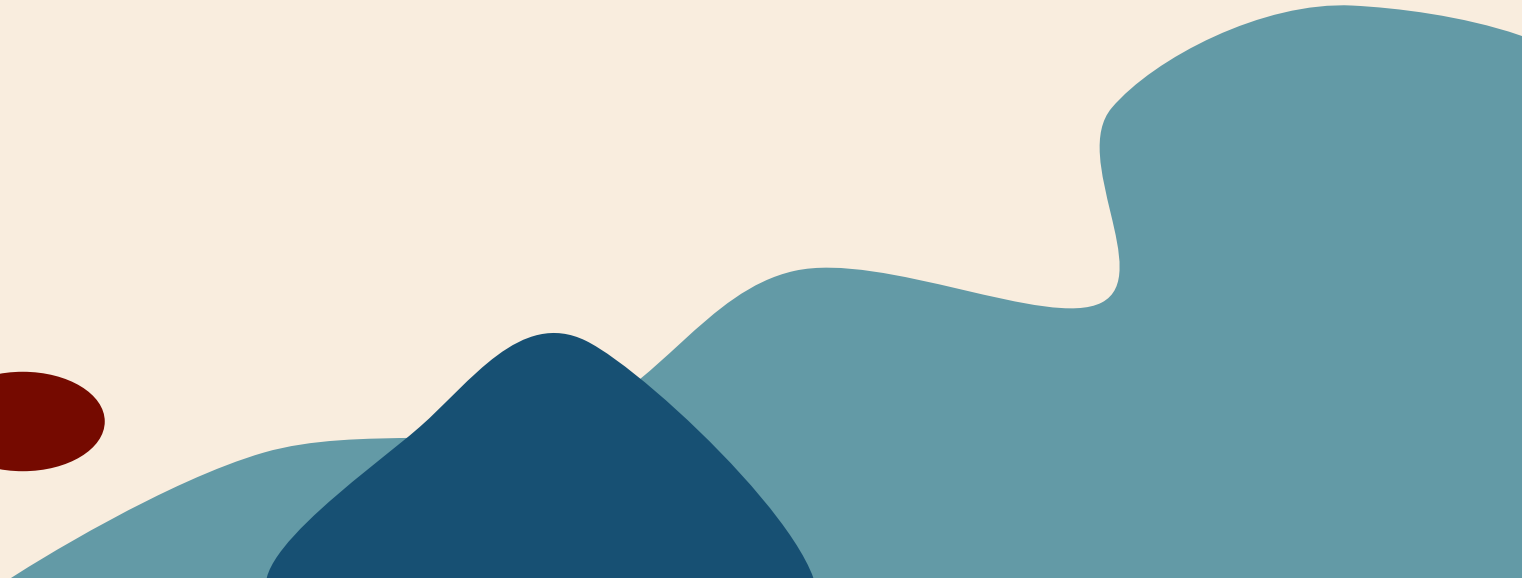
Methodology

Instruments

Study time	Variable	Questionnaire	References	Completed by
Time 1	Temperament	Child behavior questionnaire short (CBQ short)	Putnam & Rothbart, 2006	Parents
	Conduct problems	Child behavior checklist (CBCL)	Achenbach & Rescorla, 2001	Parents
	Family income		Valla et al., 1994	Parents
	Child sex			Parents
Time 2	Hostility and sensitivity	Parental acceptance rejection questionnaire (PARQ)	Rohner, 2005	Parents
	Permissiveness	Alabama parenting questionnaire (APQ)	Shelton et al., 1996	Parents
	Teacher-child relationship	Student teacher relationship scale (STRS)	Pianta, 2001	Teacher
Time 3	Conduct problems	Child behavior checklist (CBCL)	Achenbach & Rescorla, 2001	Parents

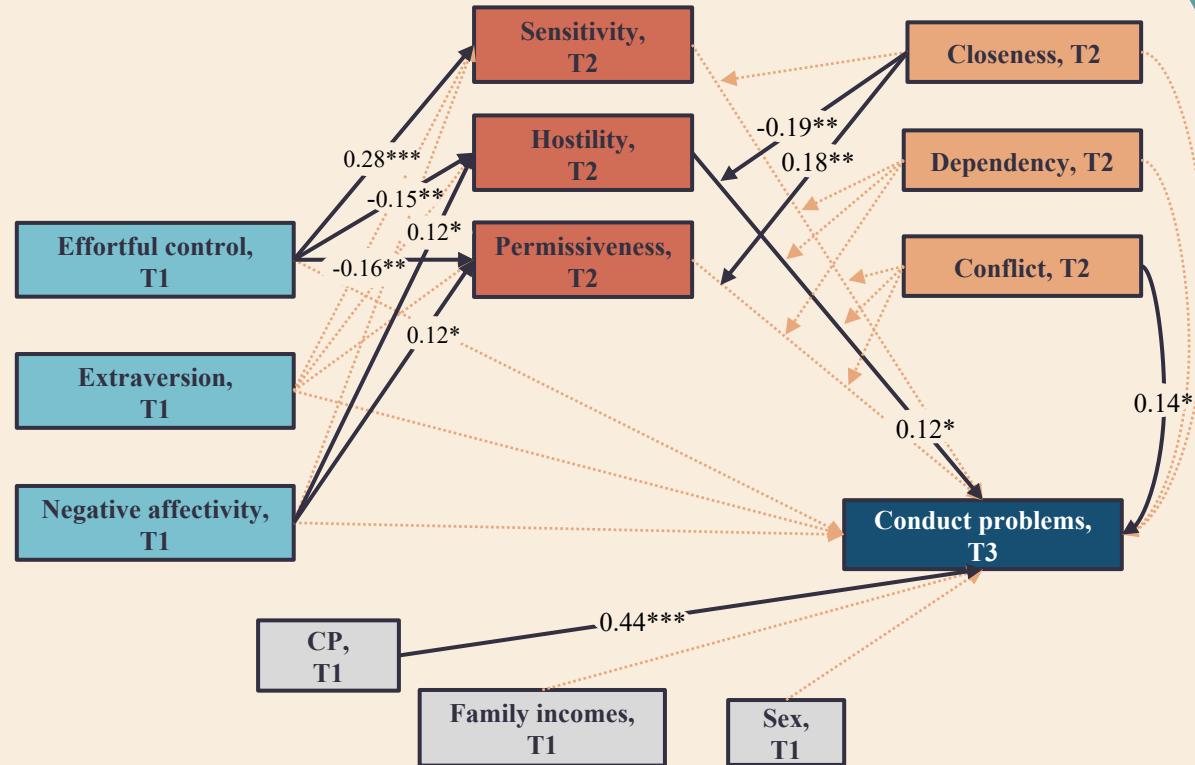
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Results



Results

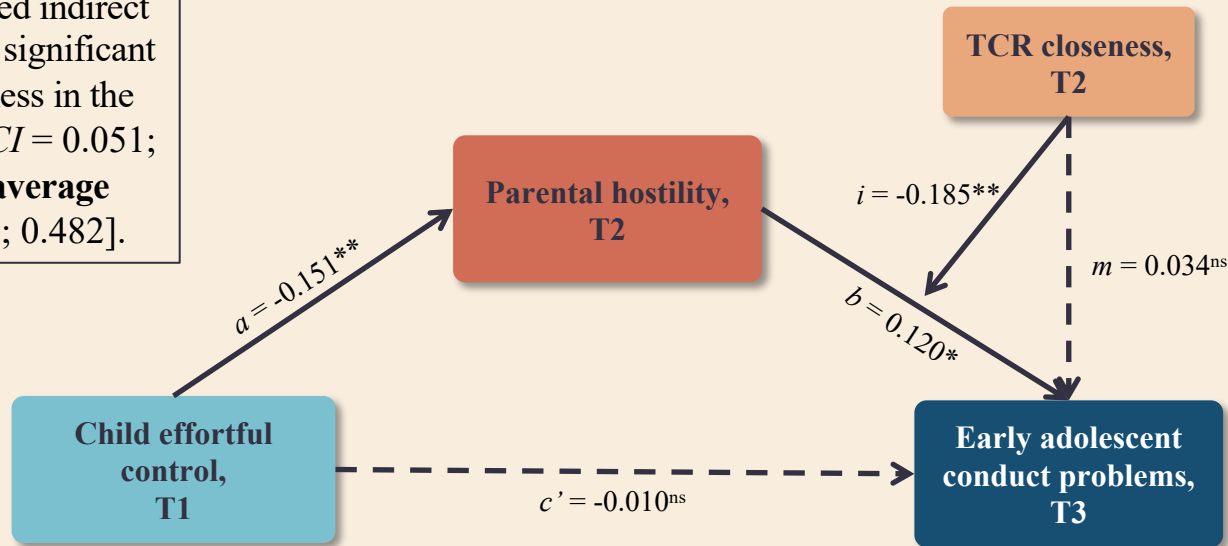
- A structural equation modeling (SEM) analysis evaluated the set of moderated mediation models considered simultaneously. This model shows an acceptable fit (CFI = 0.90, RMSEA = 0.05), despite a foreseeable significant chi-square ($p = 0.006$) given sample size.
- **Three significant moderated indirect models** controlling for T1 CP, child sex, and family income.



Note : * $p < 0,05$. ** $p < 0,01$. *** $p < 0,001$.

Indirect associations between effortful control at T1 and conduct problems at T4 via parental hostility at T3 moderated by proximity in the TCR at T3

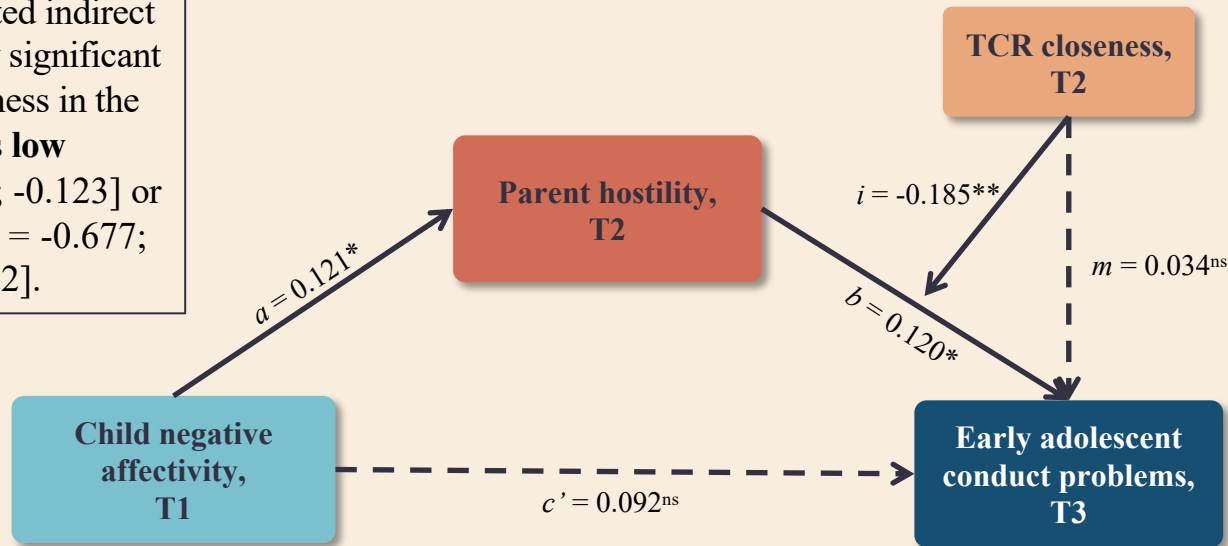
This moderated indirect model is only significant when closeness in the TCR is **low** [$CI = 0.051; 0.879$] or **average** [$CI = 0.011; 0.482$].



Note : i = Interaction term moderator x mediator; m = direct link between the moderator and CP.

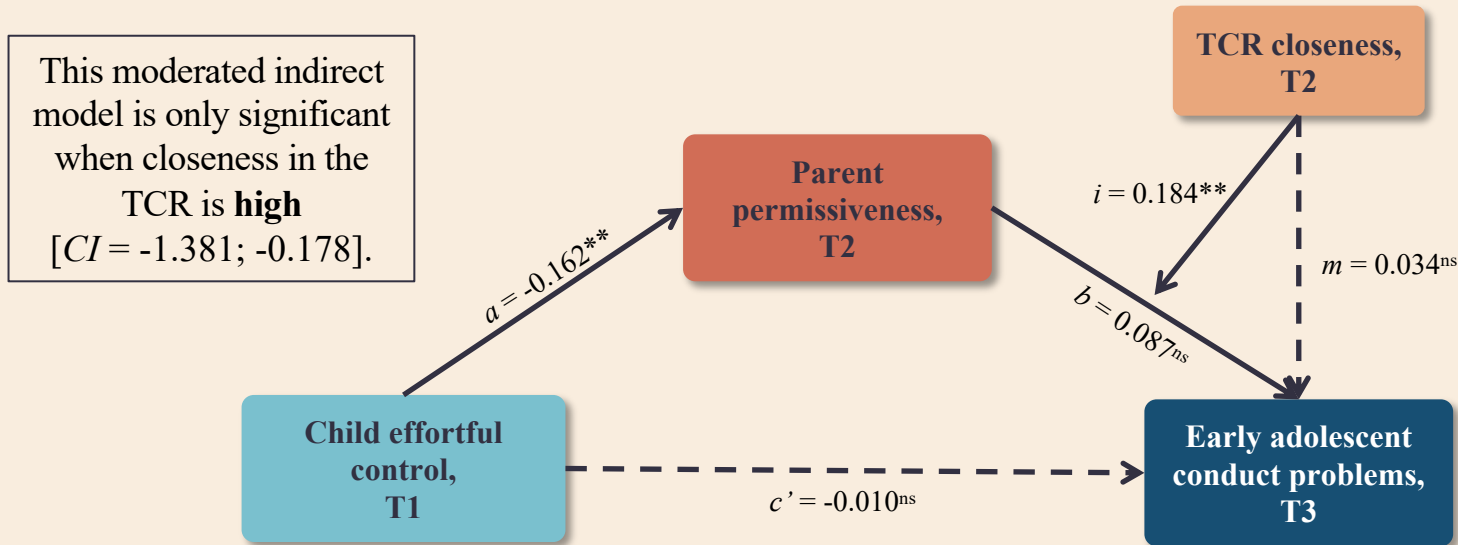
Indirect associations between negative affectivity at T1 and conduct problems at T4 via parental hostility at T3 moderated by proximity in the TCR at T3

This moderated indirect model is only significant when closeness in the TCR is low
when closeness in the TCR is **low**
[CI = -1.285; -0.123] or **average** [CI = -0.677; -0.022].



Note : i = Interaction term modérateur x médiateur; m = direct link between the modérateur and CP.

Indirect associations between effortful control at T1 and conduct problems at T4 via parental permissiveness at T3 moderated by proximity in the TCR at T3



Note : i = Interaction term modérateur x médiateur; m = direct link between the modérateur and CP.

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Discussion



When teacher-child closeness is low or average:

- **Lower effortful control and higher negative affectivity are associated with higher parental hostility which in turn predicts more severe CP (controlling for CP at T1).**
 - Temperamental vulnerabilities associated with more adverse parenting practices contribute to the development of conduct problems (Granic & Patterson, 2006; Kim & Kochanska, 2021).
 - Protective effect of high closeness with the teacher among children exposed to more hostile parents.
 - Teachers provide a different (more positive) relational experience.
 - May allow children to develop new and more positive patterns of interactions and decrease CP (Sabol & Pianta, 2012).

When teacher-child closeness is high:

- **Lower effortful control is associated with higher parental permissiveness which in turn predicts more severe CP (controlling for CP at T1).**
 - Closeness with the teacher: a potential risk factor for youth exposed to more permissive parenting (e.g., inconsistency, lack of rules)?



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- A surprising result!
- Hypothesis: Balance between closeness and limits, especially for children with difficulties in effortful control.
- Two potential ingredients to deviate the at-risk developmental trajectory of youth.

Strengths, limits, and recommendations

Strengths

- Longitudinal and prospective study including 3 time points.
- Complete and exhaustive statistic model.
- Empirical support for the antisocial development model (Granic & Patterson, 2006).
 - Additions to the model : protective factors such as parental sensitivity and teacher-child relationship.

Limits

- Generalization of findings: sample of youth with severe CP.
- Questionnaires completed by the parent.

Clinical recommendations

- Support teachers in building quality relationships to meet the specific needs of children.
- Concerted actions between key actors in children's lives (e.g., parents, teachers)

Thank you!

Do you have any questions?

For further informations : William.gaudreau@usherbrooke.ca



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